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ABSTRACT

This report discusses variations in background of Greek-Australian high school students in Sydney, Australia, and examines and describes the pattern of individual responses to the social context. Literature on the ethnic background of Greeks in Australia is briefly reviewed, and previous findings are presented to articulate some of the issues important in this study: how is a Greek identity maintained from generation to generation after migration, what changes occur, and what are the identity conflicts, if any, of Greek students who are raised in Australia? Next, the study's framework and a rationale for the study of ethnic background factors on second generation adolescents are outlined. The methodology of the survey, which involved administering questionnaires to 1,029 Greek-Australian students, is detailed. Survey responses are given, under the headings of Ethnic Background, Internalization, Values, and Problems, and patterns in background and identity are observed. Much of this information is conveyed by statistical tables. Many variants are reported, but it is concluded that attachment of ethnic culture is quite strong and that the family group is important to the second generation. Finally, a general model is proposed for the study of the responses of second generation ethnic groups. Appendices contain the survey questionnaire and an explanation of the statistical methods used to interpret data in this study. (KH)

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CHARACTERISTICS OF GREEK ADOLESCENTS IN SYDNEY : A SURVEY OF GREEK-AUSTRALIAN HIGH SCHOOL STUDENTS

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PREFACE

Greek-Australians have a commitment to their ethnic group which has been developed over time. Many factors, such as allegiance to their family, their religious and cultural distinctions, provide support for the maintenance of ethnic identification among Greeks in Australia. While accepting that Greeks are an ethnic group, this does not underestimate the variations that exist between individuals. The purpose of this report is to provide some preliminary details on the variations in background of Greek-Australian high school students in Sydney.

This report has both practical and theoretical aspects. The information provided by the survey gives an insight into some selected characteristics of Greek-Australian adolescents. In this respect it should be of use to the development and provision of youth services, and to established educational, social, welfare and religious organisations. This study also aims to contribute to further research on Greek-Australians. Wherever possible, findings have been related to earlier research.

The findings of this study may be used to supplement demographic and historical studies of Greek migrants, and some of the major sociological studies of Greek children in Sydney. It is also intended to accompany an earlier report - 'Greek-Australians and Ethnic Community Youth Services in N.S.W. : A report and directory'. It is hoped that supplementary research in this series will focus on the general interests and religious responses of Greek youth.

These studies have been undertaken through the Greek Orthodox Archdiocese of Australia. As such, they reflect its concern for the

needs and problems of youth expressed at the 1st National Conference of Greek Orthodox Youth of Australia, University of Melbourne, August 1982. The project was funded through the Greek Orthodox Archdiocese of Australia, with support from the Office of Youth Affairs. The views expressed in this report are those of the author, and should not be construed as applicable to either organisation.

Finally, some readers may question the need for large-scale surveys and detailed statistical treatments in this field. The advantage of a survey is that it enables us to obtain a consistent, replicable and relatively objective assessment of a large number of individuals. It can be contrasted with the limited knowledge available from our personal contacts with young people and our subjective judgements or evaluations. The need to summarise the 20,000 or more answers of the one thousand subjects, meant that there was little alternative to some quantitative approach. Those who wish to avoid such statistics may find the last section of some use as an overall summary.

J.A.A.

Sydney

December, 1983.

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ETHNIC BACKGROUND AND THE SECOND GENERATION

High school students of Greek origin can be thought of as an ethnic group. They can be studied and analysed as individuals with their own distinctive values, norms and life style, and/or as part of the overall Australian society.

The majority of work on Greek migrants has focussed on historical (e.g. Saloutsos, 1964) or demographic issues (e.g. Price, 1975), reviews (e.g. Rodopoulos, 1978) and commentaries (e.g. Giannopoulos, 1978). A computer-assisted search of the literature scanned Psychological Abstracts, Sociological Abstracts, ERIC-Educational Resource Information Centre, Australian Education Index and Australian Public Affairs Index. Earlier studies have centred on educational issues, such as problem-solving (Davis & Goodnow, 1977), second-language learning (Tenezakis, 1980), handicapped children (Rodopoulos, 1977) ethnic schools (Kringas & Lewins, 1980), religious knowledge and practices (Athanasou, 1983), and educational achievement (Marjoribanks, 1978). There has been a study of leisure activities, but this was limited in its scope; for example, the study was restricted to a single sex (73 girls) in one high school among 15 ethnic groups. However two separate studies of career interests and ethnic background indicated significant differences between Australian and Greek-Australian samples on Outdoor interests, with Australian groups being consistently higher (Athanasou, 1983).

Aside from these specific findings, there has been little empirical work directly related to second generation Greek adolescents in the diaspora.

Greek Ethnic Background

Some of the first and major work in this field was conducted by Eva Isaacs who interviewed 107 families in the inner-city areas of Sydney. She argued that the Greek child grows up with little access to the Australian social environment, in a home where parents are determined to hand on units of traditional behaviour without change (Isaacs 1976, p.8). In a 7 year follow-up study of 93 Greek boys and girls, Isaacs (1981), suggested that there was again minimal interaction between Greek children and the established social life of the community:

> "The data suggest that the parental management of tradition has resulted in the children's acceptance of the proposition that the maintenance and preservation of familial and social norms are to be handed on to future generations with few modifications. The parents and kin are principal referrents; the family and observance of tradition hold priority status"(Isaacs 1981, p.53).

In a similar fashion, earlier studies of Greek-Americans have emphasised religion and the family as the institutions which are largely responsible for preserving Greek culture well into the third

generation (e.g. Lauquier, 1961; Scourby, 1967).

Identity

Ethno-religious factors have also been examined in the identity of second generation Greeks. Scourby (1980, p.44) analysed ethnic identity or commitment across three generations of Greek-Americans, and she postulated that the second generation was characterised by their response to language, tradition and religion (see Table 1). At the same time, social class or status increased as an important fo focus of identification. The indices suggested by Scourby included Greek history, dance, music, cuisine and social organisations. It was hypothesised that there would be decreases in Greek school attendance and the speaking of Greek across generations. Yet, Scourby noted that the majority of Greeks still have relatively strong attachments to their ethnic culture in spite of identification with American society. Nevertheless, Vlachos (1968, p.35) cited several studies which argued that the second generation is seldom completely assimilated or accepted by either culture group.

TABLE 1 : ETHNIC IDENTITY ACROSS GENERATIONS OF GREEK-AMERICANS

	First Generation	Second Generation	Third Generation
Focus	Nationality Religion	Language Tradition Religion	Ambivalent to language and tradition Religion
Indices	Language Religion Old-world customs Endogamous marriages Ethnic school	Greek history Dance, music Cuisine Social organisation	Exogamous marriages Identification with the larger society

This issue of whether Greek or Australian identity are in conflict has been raised in Australia. Based on an in-depth study of 12 women and 11 men, Bottomley (1979) considered that Greek ethnicity thrives

among second-generation Australian born Greeks. It was considered that an Australian identity does not develop at the expense of the Greek identity, that is, Greek-Australians maintain a dual identity (see Rodopoulos 1978, p.33).

Aims

This report seeks to contribute to the understanding of the conditions which underlie the functioning of young Greek-Australians in their society, and the constitution of their sub-culture. The focus is on adolescents, because, as Warner (1962, pp.189-190) has noted, assimilative forces are exerted primarily on the young. The approach which has been selected is to examine and describe the pattern of individual responses to the social context.

SURVEY OF GREEK-AUSTRALIAN HIGH SCHOOL STUDENTS IN SYDNEY

This section outlines the framework and a rationale for the study of ethnic background factors on second generation adolescents. A schematic model is portrayed and details of the survey methodology are provided.

Rationale and Framework

The social context that the young Greek-Australian encounters is defined in terms of social and personal aspects. The place of the individual in the Greek-Australian social order is considered with reference to variables such as (a) the use of native language, (b) participation in ethnic schools, (c) response to media, (d) involvement in youth activities, (e) involvement in cultural activities, and (f) religiosity. The internalisation of the larger society is examined through (a) the pattern of friendships, (b) participation in youth activities of the larger society and (c) self-perceived identity. The general response of youth to some of the demands made by personal and social life is indicated in their values and problems. Here, the relationship of the individual to the social context, is expressed or mediated through his/her values.

In the model depicted schematically in Figure 1, it is hypothesised

that the family context and the larger society (e.g. friends, school) influence ethnic background. Secondly, it is hypothesised that the extent of ethnic background is directly related to the internalisation of a dual Greek and Australian 'identity'. Finally, it is assumed that the values and problems of youth portray or reflect the net effect of these processes and influences. Thus, the social context that the young Greek-Australian encounters is, as Linton (1936) defined it, "the sum total of behaviour patterns, attitudes and values, shared and transmitted by members of a given society" (p.228).

Previous studies have suggested that the family group is important for the individual since it provides a model for identification and reinforcement for cultural identity (e.g. Isaacs, 1976). The importance for youth of the maintenance and preservation of family and social norms is examined. A related consideration is the strengh of attachment to their ethnic culture (Scourby, 1967). For example, the dual identity proposed by Rodopoulos (1978) and Bottomley (1979) is also examined with reference to the assertion by Vlachos (1968) that the second generation is not completely assimilated or accepted.

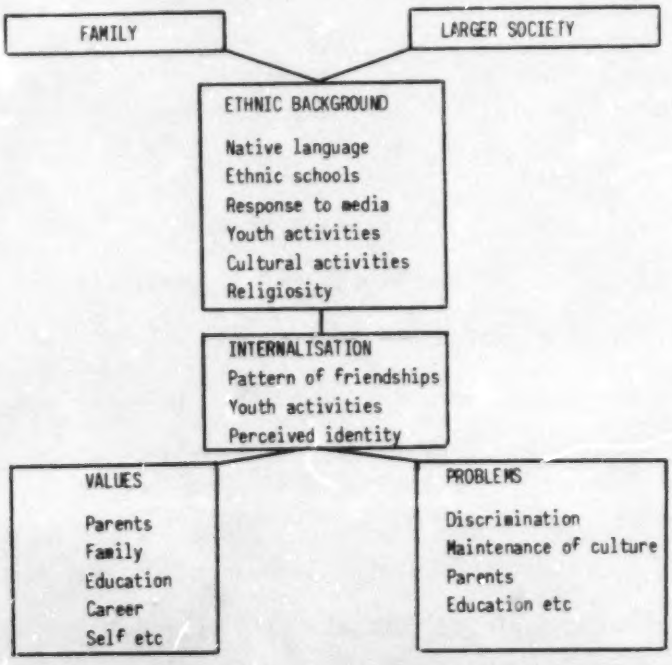

FIGURE 1 : MODEL FOR THE STUDY AND INFLUENCE OF ETHNIC BACKGROUND FACTORS ON SECOND GENERATION ADOLESCENTS

Method

Setting

As 89.3% of the New South Wales Greek population in 1981 resided in Sydney the survey was first limited to this area. The research was carried out in the south-east inner-west and central areas of Sydney. These areas contain 17996 individuals who are Australian born with Greek parents (Australian Bureau of Statistics, Census, 1981), and constitute approximately 45.8% of the total Australian-born in N.S.W. The area selected for this research contains a broad cross-section of suburbs from medium to low socioeconomic status.

Subjects

Participants were comprised of 1029 Greek-Australian students from 25 secondary schools, subjects (439 males and 590 females) in this study had an average age of 13.6 years (S.D. = 1.2), and were all in junior high school.

Questionnaire

Short questionnaires were administered during class time and were completed anonymously. A summary of the questions and the coding is contained in Table 2. An earlier version of the survey was used in a separate pilot study among 250 high school students.

With only a few previous studies to act as a guide, the items were selected a priori to reflect diverse aspects of Greek identity and cultural involvement, as well as to provide meaningful responses from pupils. A number of items were selected from an earlier study

(Athanasou, 1983) and from a study of Jews in Australian society (Medding, 1973). The survey contained 12 items related to ethnic background and involvement, 2 items related to youth activities, 6 items related to perceived identity and 2 items related to problems, and values. Demographic data relating to age and sex were also recorded. A copy of the questionnaire can be found in the Appendix.

Data analysis

Results were based on valid responses to questions, and are indicated for each table in the results sections. Frequency rates have been provided in order to describe responses to questions. The rates for girls and boys have been listed and comparisons made. As well correlations were calculated where appropriate, in order to indicate the relationship between responses together with principal components analysis to identify underlying dimensions of responses. A brief description of these procedures is provided in the appendix.

TABLE 2 : ABBREVIATED SUMMARY OF ITEMS AND THEIR CODING

Item	Coded
Born in Greece?	Yes = 1 No = 0
Parents born in Greece?	Both = 2 One parent = 1 Neither = 0
Mainly speak Greek at home?	Yes = 1 No = 0
Been to Greek school?	Yes = 1 No = 0
Last class in Greek school?	Primary = 1 to 6 High school = 7
Read books in the Greek language?	Yes = 1 No = 0
Read Greek newspapers?	Every week = 2 Sometimes = 1 Never = 0
Listen to Greek radio(2EA)?	Every day = 2 Sometimes = 1 Never = 0
Watch Greek TV programmes?	Every week = 2 Sometimes = 1 Never = 0
Dance Greek folk dances?	Yes = 1 No = 0
Youth activities?	Greek dancing, Fellowships, Greek schools, Sporting groups, Sunday Schools, Brotherhoods, Discos, Other, Nil
Non-Greek organisations?	Cultural, Religious, Sporting, Educational, Social, Nil
Greek origin an important part in your life?	Very important part = 4 Important part = 3 Little importance = 2 Plays no part = 1
Feelings about being Greek?	Very strong = 5 Strong = 4 Slight = 3 No feelings = 2 Against = 1
At ease among Greeks or non-Greeks?	Greeks = 2 Both = 1 Non-Greeks = 0
Greeks socially accepted?	Yes = 1 No = 0
Greek origin any disadvantage?	Yes = 0 No = 1
Percentage of friends that are Greek?	1-19%, 20-39%, 40-59%, 60-79%, 80-100%
Most important problem facing Greek youth to-day?	Discrimination, Culture, Parents, Religious issues, Youth facilities, Youth facilities, Unemployment, Other issues, Don't know, None
Most important in your life	Parents, Education, Self, Career, Family, Religious values, Friends, Greek culture, Others
Describe yourself as ...?	Very religious = 5, Moderately religious = 4 Somewhat religious = 3, Not religious at all =2, Opposed to religion = 1

GENERAL CHARACTERISTICS OF GREEK ADOLESCENTS

The responses to the survey are considered under the headings of ethnic background, internalisation, values and problems.

Ethnic Background

Although 91.2% of the sample were born in Australia, 99.1% had one or more overseas-born parents. Despite this second-generation characteristic of the sample, 38.3% mainly spoke Greek at home. Nearly all students (19.3%) have attended a Greek ethnic school and around 35% were still attending a Greek school language class.

Ethnic School More than half the students sampled had completed at least 6 years of Greek ethnic school instruction. The average length of attendance was 5.0 years (S.D. = 2.2) and attendance was distributed as shown below (Table 3):

TABLE 3 : ETHNIC SCHOOL ATTENDANCE (N=984)

Years at Greek Ethnic School	Girls %	Boys %	Total %
7+	33.3	32.9	33.1
6	29.0	26.8	28.0
5	9.7	10.9	10.2
4	8.6	8.5	8.5
3	4.4	4.3	4.4
2	3.2	2.7	3.0
1	4.0	4.6	4.3

Students generally supported the concept of part-time Greek classes, and only few would agree that no Greek education should be provided (Table 4).

TABLE 4 : PREFERENCES FOR THE EDUCATION OF GREEK CHILDREN(N=992)

Type of Education	Total
Greek Day School	8.7%
Part-time Greek classes	70.3%
Private teacher	9.9%
None	11.2%

Media : Books. T.V. Radio, Newspapers Although the majority (85.3%) of students are able to read books in the Greek language, the greatest contact with media is through the Greek T.V. programmes, followed next by radio, and with newspapers last of all (Table 5).

TABLE 5 : MEDIA CONTACT OF GREEK HIGH SCHOOL STUDENTS

Medium	Every Week	Sometimes	Never
Greek Newspapers (N=1017)	6.2%	45.0%	48.8%
Greek Radio (ΕΣΑ) (N=1019)	14.5%	47.6%	37.9%
Greek TV Programmes (N=1021)	35.4%	56.1%	8.5%

Length of attendance at Greek school was correlated with the reading of Greek books ($r = 0.456$ $p < 0.001$). Newspaper reading was correlated significantly with book reading ($r = 0.316$ $p < 0.001$) and listening to the Greek radio programs ($r = 0.324$ $p < 0.001$). Finally, both TV and radio were correlated significantly ($r = 0.406$ $p < 0.001$).

Ethnic Youth Activities Some 32.9% consider that they take part in youth activities such as dancing, fellowship, sports etc. However only 26.1% of girls compared to 39.6% of boys take part in youth activities, and this difference is statistically significant ($\chi^2 = 21.0$ $p < 0.001$). Again, involvement is in sporting activities (15.8%), mainly males, followed by Greek dancing activities (7.7%), mainly females, and fellowships/sunday schools (5.2%). The popularity of Greek dancing is related to the fact that 74.6% claim that they dance the Greek folk dances. The results are summarised below (Table 6).

TABLE 6 : GREEK YOUTH ACTIVITIES (N=1026)

ACTIVITY	Girls %	Boys %	Total %
Sporting groups	6.4	28.6	15.8
Greek dancing	11.9	2.1	7.7
Fellowships	2.9	5.3	3.9
Sunday School	1.5	0.9	1.3
Regional Brotherhoods	1.2	1.4	1.3
Greek school	0.2	0	0.1
Discos	0.2	0	0.1
Other	1.9	1.4	1.7
Nil	73.9	60.4	68.2

Religiosity High levels of self-rated religiosity were common to boys and girls in this sample (see Table 7) and are difficult to interpret. This is positively related to feelings about being Greek ($r = 0.30$ $p < 0.001$) and as expected is highest in those who attend Sunday Schools or Fellowships (88.6% rate themselves as moderately or very religious).

TABLE 7 : SELF-RATED RELIGIOSITY (N=1014)

Level	Girls %	Boys %	Total %
Very religious	13.4	16.0	14.6
Moderately religious	57.1	49.5	53.9
Somewhat religious	26.2	30.0	27.7
Not religious	2.2	2.8	2.5
Opposed to religion	1.0	1.7	1.3

Internalisation

Social Relationships The high levels of positive feelings about Greek origin and its importance are reflected in social relationships. Students felt equally at ease among both Greeks and non-Greeks (63.8%), although roughly equal numbers had preferences for Greeks (16.7%) or non-Greeks (19.4%)

Most felt that Greeks were socially accepted by non-Greeks (65.5%). Only a minority felt that their Greek origin was a disadvantage (15.6%). However this degree of social acceptance and their positive feelings for non-Greeks is not reflected in their friendships (Table 8).

TABLE 8 : PROPORTION OF FRIENDS THAT ARE GREEK (N=1029)

Proportion of friends that are Greek	Girls %	Boys %	Total %
80-100%	61.7	62.7	61.9
60-79%	13.2	18.7	15.5
40-59%	11.4	9.7	10.6
20-39%	4.1	1.6	3.0
1-19%	9.7	7.4	8.9

Youth Activities Furthermore, only a minority of students (7.9%) belong to non-Greek organisations, and this involvement is mainly in sporting activities (Table 9).

TABLE 9 : INVOLVEMENT WITH NON-GREEK ORGANISATIONS(N=1018)

Activity	Total
Sporting	5.7%
Social	1.4%
Educational	0.5%
Religious	0.3%
Nil	92.1%

This level of involvement is in marked contrast with around one-third who consider that they take part in Greek youth activities.

Feelings about Greek origin and its importance Positive feelings were expressed about their Greek origin by a majority of students, and only 2.2% expressed a negative reaction (Table 10). This was correlated positively with responses to the question about the importance of Greek origin ($r = 0.518$ $p < 0.001$).

TABLE 10 : FEELINGS ABOUT GREEK ORIGIN (N=1013)

Level of stated feeling	Girls %	Boys %	Total %
Very strong feeling	32.3	43.1	36.9
Strong feeling	35.9	32.4	34.4
Slight feeling	15.6	15.2	15.5
Neutral	13.7	7.5	11.1
Slight feelings against	2.6	1.9	2.2

The same pattern is evident in the importance of Greek origin in their life, and for most students Greek origin was considered an influential component (Table 11).

TABLE 11 : IMPORTANCE OF GREEK ORIGIN (N=1010)

Level of importance	Girls %	Boys %	Total %
Very important part	34.9	38.9	36.6
Important	41.5	37.2	39.7
Little importance	17.7	17.3	17.5
Plays no part	5.9	6.6	6.1

Problems and Values

Problems Of the problems reported in the survey, discrimination looms as the most significant one faced by Greek-Australian youth. The issue of cultural and language maintenance, as well as, relationships with parents were also considered important problems. Some of the comments made by respondents are listed below and summarised in Table 12.

Discrimination

"name-calling and discrimination"

"getting called a wog"

"they call you names"

Culture

"learning Greek customs and language"

"not enough of them go to Greek school"

"hardly anyone knows the Greek language"

"forgetting the Greek way of life"

Parents

"Parents because they think differently to what we think"

"Greek parents (no freedom)"

"The English language that most Greek parents don't understand"

TABLE 12 : PROBLEMS FACED BY YOUTH (N=1026)

Problem	Girls %	Boys %	Total %
Discrimination	16.8	20.3	18.2
Culture	10.3	4.6	7.9
Parents	11.9	4.1	8.6
Religious issues	2.7	3.7	3.1
Youth facilities	1.0	0.9	1.0
Unemployment	0.7	2.1	1.3
Other issues	10.0	12.9	11.2
Don't know	4.6	1.6	3.3
None	42.0	49.8	45.4

Problems related to discrimination and cultural maintenance were emphasised by 81.8% of those who considered their Greek origin as important, and by 76.6% of those who had strong feelings about their Greek origin.

Values The main values and the important aspects of life stressed by this sample included their parents, their education or career and their own-life. The results are summarised below in Table 13.

TABLE 13 : VALUES OF GREEK YOUTH (N=1019)

Important in life	Girls %	Boys %	Total %
Parents and family	30.8	20.4	26.3
Education	20.7	21.3	20.9
Self/own life	14.9	14.4	14.6
Career	8.0	9.5	8.6
Family & marriage	4.3	2.5	3.5
Religious values	2.2	3.5	2.7
Friends	2.2	1.9	2.1
Greek culture	1.2	2.3	1.7
Others	15.7	24.3	19.4

Some examples of students' responses provide a clearer illustration of these categories:

Parents

"my mum and dad"

"my family"

"parents and brother"

"family and relatives"

"I think my family and friends are the most important in my life, without them I'd be lost"

Education

"a good education"

"school"

"my studies"

"my subjects"

Self/Own life

"health"

"being happy"

"to live"

'being alive"

Career

"having a job"

"get a good high school certificate and be out in a good job with lots of money, but a job I would like to do very much"

Reference to parents as a major value was directly related to the importance of Greek origin (79.6%) or to strong feelings about Greek origin (74.0%).

The question of individual variation and the pattern of responses is taken up in the next section. Analyses of the responses to items on ethnic background factors, and the internalisation of Greek identity indicated that there were different types and patterns of respones. Second generation adolescents did not respond uniformly.

PATTERNS IN THE ETHNIC BACKGROUND AND INTERNALISATION OF IDENTITY AMONG THE SECOND-GENERATION

Individual variations in responses to the questions on background and internalisation were examined with the purpose of describing the underlying factors or dimensions. The analysis was exploratory in nature, and sought to determine whether there was overlap between the two domains of background and internalisation.

Fifteen items were selected from the series of questions asked in the survey. Complete responses to the 15 items were provided by 845 subjects. Several items were omitted because they involved a positive response bias (eg do you take part in any youth activities) or because they involved classifications (eg what would you think is most important in your life). Principal components analysis of the 15 by 15 correlation matrix, with rotation to the varimax criterion, was used to describe patterns of response.

Correlations between the selected variables are shown in Table 14. The largest correlation coefficient was 0.56, between the importance of Greek origin and feelings about being Greek. However, the amount of variance which was accounted for, was only 31.3%.

TABLE 14 : CORRELATION MATRIX-UPPER TRIANGULAR ELEMENTS (N=845)

Items	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	MEAN	Std. Dev.
I. Born in Greece	-	01	-03	-03	-01	-03	-02	-05	04	-01	-05	-00	-02	-05	-04	0.08	0.27
II. Speak Greek at home		-	12	09	19	21	13	-01	-03	06	00	03	08	11	09	0.62	0.48
III. Years at ethnic school			-	44	20	09	09	18	-05	16	00	-03	09	03	10	5.18	2.13
IV. Read Greek books				-	31	15	19	28	-03	11	01	01	21	12	12	0.86	0.34
V. Read Greek newspapers					-	32	40	14	02	15	08	-00	17	19	21	0.56	0.60
VI. Greek radio						-	41	10	-11	03	05	-01	22	21	23	0.73	0.67
VII. Greek T.V.							-	20	-10	06	04	00	22	22	22	1.26	0.60
VIII. Greek folk dances								-	-04	06	04	04	12	07	14	0.75	0.42
IX. Non-Greek organisations									-	01	03	01	04	04	04	0.08	0.28
X. Percentage Greek friends										-	16	04	20	19	05	4.32	1.15
XI. At ease among Greeks											-	02	26	21	14	1.45	0.80
XII. Greek origin disadvantage												-	03	02	02	0.85	0.35
XIII. Importance of Greek origin													-	56	27	3.07	0.85
XIV. Feelings about being Greek														-	30	3.92	1.07
XV. Religious self-rating															-	3.75	0.73

TABLE 15 : PRINCIPAL COMPONENTS ANALYSIS (N=845)

	UNROTATED						ROTATED						
Items	I	II	III	IV	V	VI	I	II	III	IV	V	VI	h^2
Born in Greece	-09	-01	-10	61	19	24	02	-18	-03	28	61	05	49
Speak Greek at home	31	-14	-29	46	-35	-06	31	00	08	67	01	07	56
Years at ethnic school	40	-49	44	15	-03	-17	01	00	79	13	-05	-09	66
Read Greek books	52	-45	39	02	09	01	19	05	77	-06	01	01	64
Read Greek newspapers	61	-21	-15	19	09	02	56	10	34	18	12	-03	49
Greek radio	56	-11	-50	-05	-03	-02	73	07	01	16	-15	-04	59
Greek T.V.	60	-15	-40	-12	07	12	74	07	10	-01	-08	04	58
Greek folk dances	37	-28	29	-37	17	30	23	02	48	-47	-07	23	57
Non-Greek organisations	-05	29	23	38	55	25	-12	14	-01	-19	77	-04	67
Percentage Greek friends	33	17	39	27	-37	-18	-19	48	33	39	-04	09	55
At ease among Greeks	28	48	20	-09	-14	-16	-07	63	-03	00	-11	00	42
Greek origin disadvantage	04	09	11	-02	-50	81	-01	03	-03	02	01	96	94
Importance of Greek origin	62	45	11	-02	03	-04	26	72	10	-02	06	01	61
Feelings about being Greek	59	51	00	-01	02	-05	30	72	-01	00	06	-00	61
Religious self-rating	51	20	-10	-11	24	12	46	36	04	20	12	00	40
Eigen value	2.95	1.51	1.27	1.08	1.01	1.01							
% Total Variance	19.7	10.1	8.5	7.2	6.8	6.8							59.0%

Six components, with eigen values >1.0, accounted for 59% of the total variance. The varimax solution is presented in Table 15. Those variables which contributed most to the definition of factors are listed below:

VARIABLES CONTRIBUTING MOST TO THE DEFINITION OF COMPONENTS (LOADING ≥ 0.30)

COMPONENT I		COMPONENT II		COMPONENT III	
Greek T.V.	.47	Importance of Greek origin	.72	Years at ethnic school	.79
Greek radio	.73	Feelings about Greek origin	.72	Read Greek books	.77
Greek newspapers	.56	At ease among Greeks	.63	Greek fok dances	.48
Religious rating	.46	Percentage Greek friends	.48	Greek newspaper	.34
Greek at home	.31	Religious rating	.36	Percentage Greek friends	.33
Feelings about Greek origin	.30				

COMPONENT IV		COMPONENT V		COMPONENT VI	
Speak Greek	.67	Non-Greek organisations	.77	Greek origin disadvantage	.96
Percentage Greek friends vs Greek folk dances	.39 −.47	Born in Greece	.61		

The six patterns of response were characterised as : I. Cultural involvement-media, II. Ethnic identity, III. Ethnic background, IV. Bipolar Greek cultural factor, V/VI Specific factors.

There was a general tendency for ethnic background and internalisation responses to be separated as components. However, within components there was some overlap. This is best illustrated in the relationship between the first and second components (see figure 2).

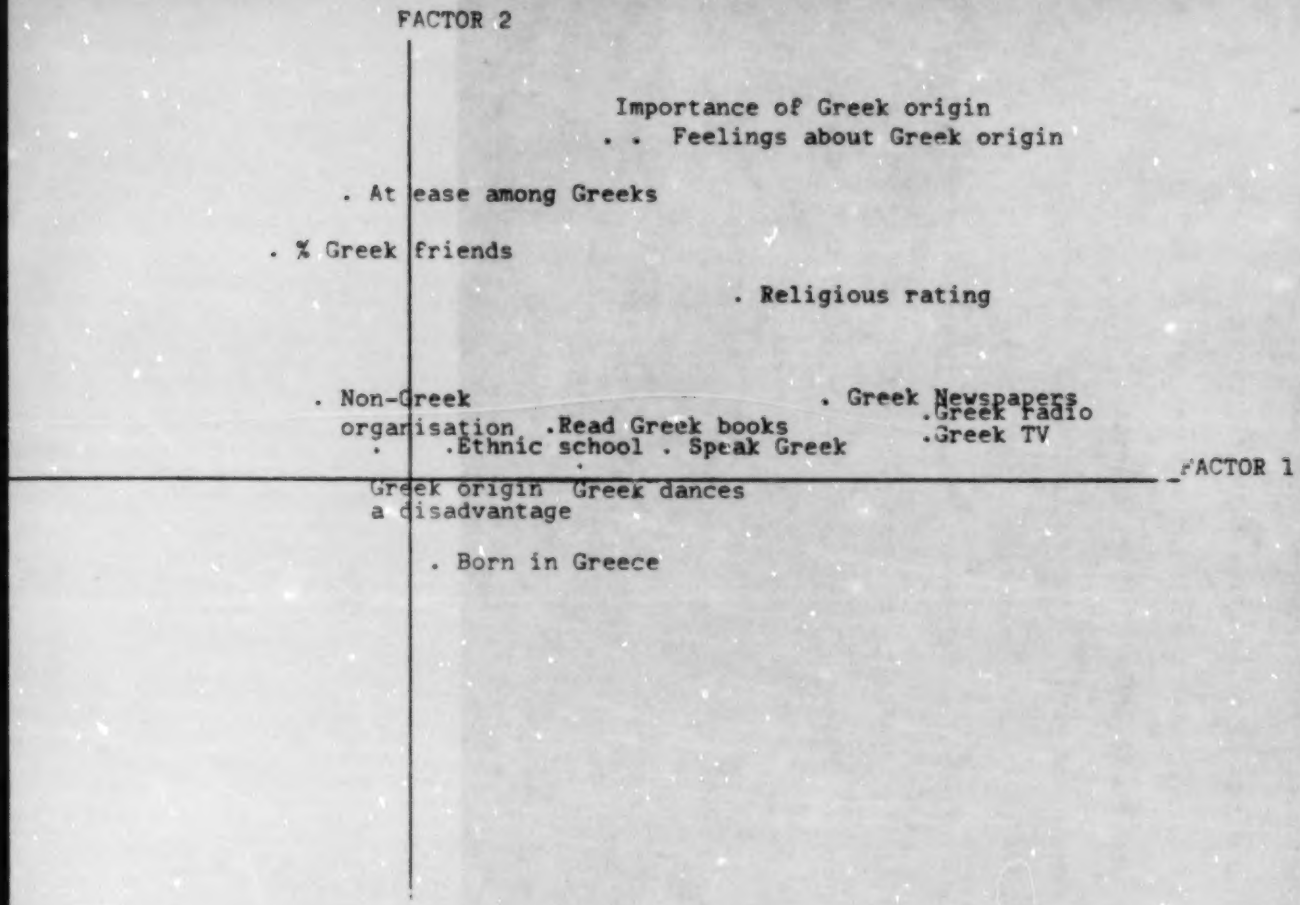

FIGURE 2 : LOCATION OF VARIABLES ON THE COMPONENTS I AND II :

CULTURAL INVOLVEMENT VS IDENTITY

Overall, three components contained a combination of background identity-related variables. Two variables which seem to serve a dual focus are the self-ratings of religiosity and the proportion of friends that are Greek. It is suggested that these serve as part of both ethnic background and the internalisation of Greek identity.

Results are consistent with the suggestion made by Scourby (1980) that the second generation can be characterised by its response to language, tradition and religion. Furthermore, the results support the general contention that the internalisation of Greek identity is partly distinct from ethnic background. These may be conceived as operating in parallel.

SUMMARY AND DISCUSSION

The most frequent or typical responses to the survey questions can be used to provide a generalised description of the characteristics of the respondents. However, it should be recognised that such a description underestimates the variation that existed in the sample.

Ethnic Background

It was generally the case that second generation Greek-Australians were born in Australia, but that their parents came from overseas. Although most people had attended a Greek school for 5 or more years the main language in the home was English. Students generally supported the concept of such part-time Greek classes. Media contact was mainly through television, rather than newspaper or radio.

Around 1 in 3 of the youth in this sample claimed contact with ethnic youth activities, although, if ethnic schools and their associated activities are included, this proportion would increase significantly. Cultural involvement in activities such as folk dancing was maintained by some 3/4 of youth. As well, most claimed to be moderately or very religious.

Available evidence indicated that the second generation maintained significant contact with their ethnic culture. This cultural contact formed a separate factor in their pattern of responses, and can be characterised

as a continuum of ethnic involvement. Indeed, ethnic background can be hypothesised to involve two interrelated components, namely the structural factors (ethnic schools, cultural activities etc) and cultural contact (media contact, social relationships etc).

Internalisation of Ethnic Identity

Social relationships indicate a high proportion of Greek friends concurrent with social ease among both Greeks and non-Greeks. However, only a minority are involved in non-Greek organisations. High levels of positive feelings for their Greek origin and general agreement that their Greek origin is important is characteristic of the second-generation.

Here, it may also be useful to compare responses from this sample to these of an earlier study of Jewish youth aged 16-25 years (Taft, 1973). These are shown in Table 16.

TABLE 16 : COMPARISON OF RESPONSES BETWEEN JEWISH AND GREEK YOUTH

Items	Jewish Youth[1] (N=115)	Greek Youth (N=1029)
Feel more at ease with Jews/Greeks?	32%	16.7%
Strong positive feelings about being Jewish/Greek?	70%	71.3%
Being Jewish/Greek plays a very important part in his/her life?	24%	36.6%
Describes self as:		
'Very or moderately religious'	34%	58.5%
'Not at all religious'	24%	2.5%
Favours Jewish/Greek day schools for Jewish/Greek children	37%	8.7%
Reads Jewish newspapers/Greek newspapers	94%	51.2%

[1]Source : Taft (1973)

Although such comparisons are fraught with difficulties, the responses from these two groups emphasise the integrative function of identity in the life of second generation ethnic groups. This is also highlighted in the principal components analysis, where identity forms an independent component of responses.

Problems and Values

A number of problems were reported by young people, but amongst these, problems of discrimination and culture together with parent relationships were most important. Yet, at the same time, parents and family are considered most important in life.

In the literature on youth and adolescence, there is general agreement that early adolescence in particular, has been a challenging and sometimes trying time for both the young and their parents (e.g Weiner, 1970). Furthermore, Erikson (1967) has characterised the period of adolescence as a struggle for independence and demand for parental recognition. Therefore, it is not surprising that there are generational differences (cf Bengston, 1970).

The importance of career and education emphasise the value of achievement. This is consistent with the findings by Rosen (1959) who measured vertical mobility rates among six racial and ethnic groups. He found that Greeks placed great emphasis on achievement, training for self-reliance, and the need to be a "credit" to the Greek community.

The values of Greek youth embody the socially shared ideas about what is desirable. These are also reflected in the major values of western societies. For example Williams (1970) identified 15 major values of American life - achievement and success; activity and work; moral orientation; humanitarian mores; efficiency and practicality; progress; material comfort; equality; freedom; external conformity; science and rationality; nationalism

and patriotism; democracy; individual personality, and group superiority themes. Henslin (1975) added other values such as education, religiosity, male superiority, romantic love, monogamy, hetrosexuality.

General comments

The strength of attachment to ethnic culture, which was hypothesised by Scourby (1967) was supported by this study. Clearly, it was also the case that the family group is important to the second-generation and this confirms the observations made by Isaacs (1976, 1981) in her study of Greek children. This group can be characterised as not completely assimilated (Vlachos 1968).

In part, this can be attributed to the fact that subjects perceived themselves as Greek-Australians (Bottomley, 1979; Radopoulos, 1978), and at ease with both Greeks and non-Greeks, yet reported that discrimination was one of their greatest problems. Further research and social action is required in this area.

There was no evidence of a large overlap between items which related to ethnic background and the internalisation of ethnic identity. Some variables such as self-rated religiosity seem to span both domains. Other variables such as the proportion of friends that are Greek may now need to be considered as part of ethnic background (cf Taft, 1973).

In the light of these findings, a general model is proposed for the study of the responses of second-generation ethnic groups. This is depicted in Figure 3. It is hypothesised that within the situations which people encounter, they react as a function of their conditioning and expectations. In broad terms, these may be considered as consistent with their ethnic background and their identity, respectively. Conditioning is defined simply as what they have learnt in their past, and this is reflected in their cultural roles. Expectations are based on judgment and evaluation of rewards and punishments. These expectations are reflected

in norms and social identity.

This general model may act as a plan for social action and research in problem areas, such as reducing social discrimination and assisting with cultural maintenance. It also provides a practical approach for the collection of further data on the characteristics and background of second generation ethnic groups. Some of these issues will be considered in subsequent studies.

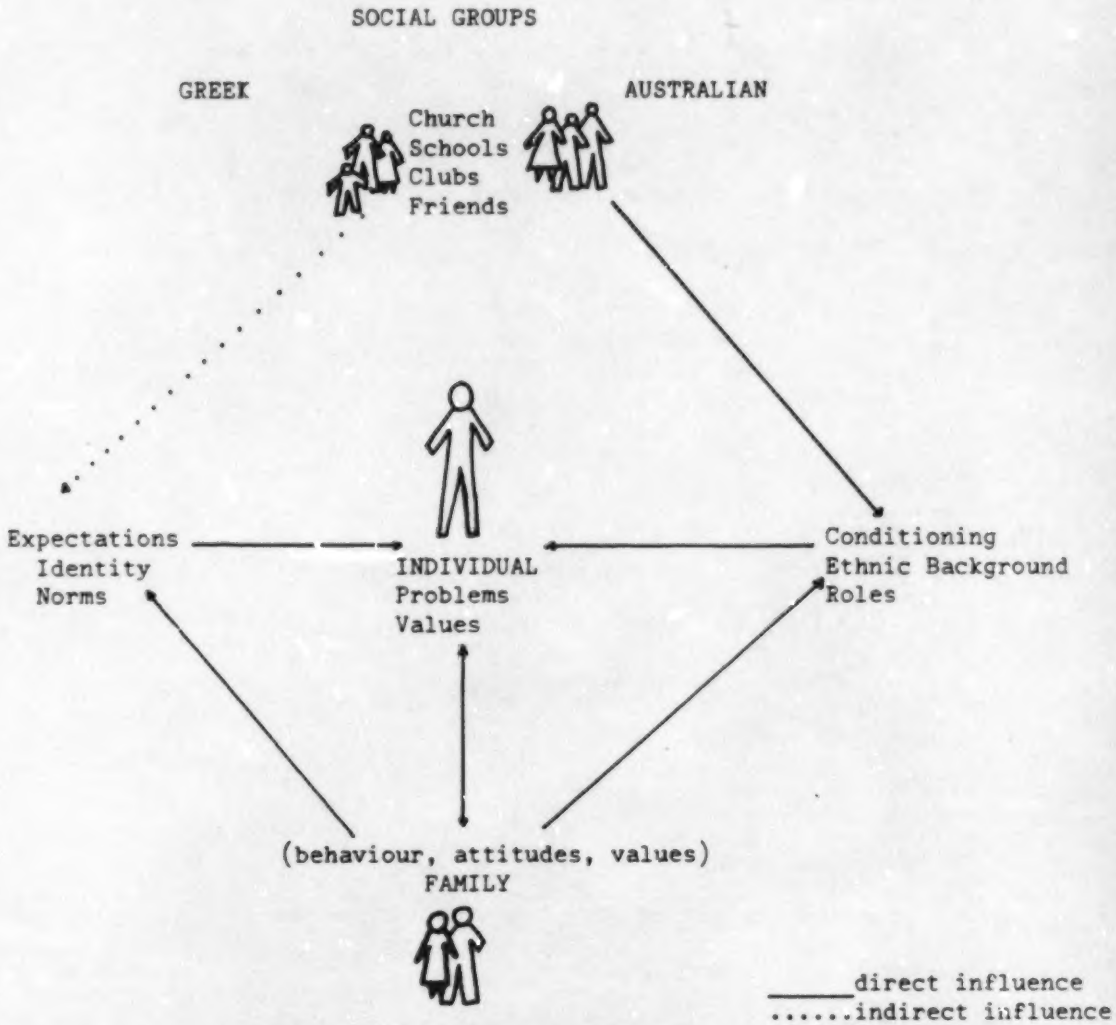

FIGURE 3 : GENERAL MODEL OF SOCIAL CONTEXT AND INFLUENCES

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APPENDIX : SURVEY QUESTIONNAIRE

1. Were you born in Australia?.....YES☐ NO☐
2. Was your mother born in Australia?.....YES☐ NO☐
3. Was your father born in Australia?.....YES☐ NO☐
4. Do you mainly speak English at home?.....YES☐ NO☐
5. Have you ever been to Greek school?.....YES☐ NO☐
6. Do you still go to a Greek school?.....YES☐ NO☐
7. Last class: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☐High school
8. Can you read books in the Greek language?.....YES☐ NO☐
9. How often do you read the Greek newspapers?
   ☐Every week ☐Sometimes ☐Never
10. How often do you listen to the Greek radio programme(2EA):
    ☐Every day ☐Sometimes ☐Never
11. How often do you watch the Greek T.V. programmes?
    ☐Every week ☐Sometimes ☐Never
12. Can you dance Greek folk dances, for example Kalamatianos?.....YES☐ NO☐
13. Do you take part in any youth activities?.....YES☐ NO☐
    Which?.....
    .....
14. To which non-Greek organisations do you belong?.....
    .....
15. What do you think is the most important problem facing Greek yough to-day?
    .....
    .....
    How do you think the Church can help young people?.....
    .....
16. What kind of education should children of Greek origin be given?
    ☐Greek day school (Full-time)
    ☐Part-time Greek classes
    ☐Private teacher
    ☐None at all
17. Approximately what percentage of your friends are Greek?.....%
18. Do you feel more at ease among Greeks or non-Greeks?.....
19. Do you feel Greeks are socially accepted by non-Greeks?.....YES☐ NO☐
20. Is being of Greek origin of any disadvantage to you?.....
    .....

21. Does being of Greek origin play an important part in your life?

- ☐ Plays a very important part
- ☐ Plays an important part
- ☐ Is of little importance
- ☐ Plays no part

22. How would describe your feelings about being Greek?

- ☐ Very strong feeling about being Greek
- ☐ Strong feeling
- ☐ Slight feeling
- ☐ No feelings one way or the other
- ☐ Slight feelings against my being Greek

Would you describe yourself as:

- ☐ Very religious
- ☐ Moderately religious
- ☐ Somewhat religious
- ☐ Not religious at all
- ☐ Opposed to religion

What are your main interests?

.....

.....

.....

.....

What would you think is most important in your life?

.....

.....

.....

List three occupations that you are seriously thinking of choosing?

.....

.....

.....

Which occupation is your first choice?(If undecided,write "undecided")

.....

Age:_____ School:_____ ☐Male ☐Female

APPENDIX : EXPLANATION OF CORRELATIONS AND PRINCIPAL COMPONENTS ANALYSIS

Correlation Coefficient

The correlation coefficients quoted in this report measure the degree of relationship between two variables. The actual value of the coefficient may vary from -1.00 to +1.00, and it is based on scores from a large number of subjects.

A positive correlation (eg 0.5, 0.4, 0.3) means that high scores on one variable are paired with high scores on another variable, that is, they increase together. A negative correlation (eg -1.0, -0.5, -0.2) means that high scores on one variable are related to low scores on another variable.

The strength of the relationship is given by the size of the correlation. Correlations that are greater than 0.7 indicate a close degree of association. Correlations close to zero (eg -0.20, 0.2, 0.15, 0.09) show very low association. A correlation of zero indicates no relationship.

Correlations are also tested to see if they are statistically significant. The level adopted in this report ($p < 0.001$) means that the result is significant since it would occur less than once in a thousand times.

Principal Components Analysis

The principal components analysis locates groups. Each of those groups is thought to represent a basic underlying dimension, named according to the types of variables in the cluster. Thus, principal components analysis allows inferences about the structure of the underlying abilities.

The principal components technique analyses the intercorrelations (i.e. relationships) between all the variables and produces a selected number of factors to account for most of the variation in the overall pattern of responses.

Each of the variables has a loading on each of the selected components. These vary from -1 to +1, and indicate generally the relationship between the variable and the component. The highest loadings (positive or negative) are used as a guide to interpret the components.

Components selected by the principal components technique may also be rotated in space to provide a solution which is easier to interpret. Again, each of the variables has a loading on the rotated components.